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ABSTRACT

A study was conducted in summer 1982 by Project REA to provide employment skill training operators and educators in Illinois with information about the reactions, attitudes, and beliefs of employers toward various forms of accreditation of training, i.e., academic credit, nonacademic credit, certificates, degrees, diplomas, and licenses. The study population included 1,000 randomly selected Illinois employers drawn equally from Standard Metropolitan Statistical Area (SMSA) counties (i.e., urban areas) and non-SMSA counties (i.e., rural areas). Study findings, based on responses from 6.8% of the SMSA employers and 7.8% of the non-SMSA employers, included the following: (1) 96% of the respondents represented small businesses; (2) 79% felt that prior job experience was more important than formal training; (3) 76% of the entry-level jobs mentioned by the respondents required a high school diploma or General Education Development certificate; (4) employers generally had a positive attitude towards academic credit, competency-based certificates, and certificates of completion, and a negative attitude toward certificates of attendance and nonacademic credit; (5) 51% of the respondents felt that recorded credentials made an applicant more employable, while 45% said they did not; and (6) urban and rural employers differed in their perceptions of the importance of recorded credentials, credit leading to a degree, and competency-based certificates. Data tables and the survey instrument are appended. (DAB)

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A Study of Illinois Employer Reactions to Training Credentials

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A STUDY OF

ILLINOIS EMPLOYER REACTIONS TO

TRAINING CREDENTIALS

To the Reader:

This study was undertaken to provide employment skill training operators and educators with the reactions, attitudes, and beliefs of employers toward accreditation of training. It is hoped that the findings of this study will be an aid to you in better serving clients in your employment skill training programs.

Frank G. Adams, Project Director
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EXECUTIVE SUMMARY

In order to determine the reactions, attitudes, and beliefs of employers toward accreditation of training, Project REA conducted a study of Illinois employers. Questionnaires were mailed to 1,000 Illinois employers randomly selected from a computerized Dun and Bradstreet listing. The sample was equally divided between SMSA and non-SMSA counties. The division was established to determine differences between employers in densely populated areas and employers in sparsely populated areas. There were 73 questionnaires returned, 39 from non-SMSA county employers and 34 from SMSA county employers.

The employers who responded indicated that a high school diploma or GED was required for 76 percent of the entry level jobs they mentioned. Credit for work experience was required for 55 percent of the entry level jobs described. When this information is seen in conjunction with the finding that 79 percent of the employers responding believe that prior experience on the job is more important than formal training, it is evident that three areas that need to be addressed by employment and training programs are:

1. High school diploma programs for eligible youth
2. GED preparation programs
3. Work experience programs in skill areas.

In addition, the study found:

1. There are many similarities between the SMSA and non-SMSA employers studied and frequently they can be viewed as one group. However, there are three significant differences between them.

   a. Most urban employers believed that recorded credentials make an applicant more employable; rural employers do not.

   b. Urban employers were more apt to highly value credit leading to a degree; most rural employers place low value on this credential.

   c. There was a difference between the way urban and rural employers value the competency based certificate with employers from rural areas tending to rate it more valuable and employers from urban areas being undecided.

2. The high school diploma was preferred over the GED although that is not to indicate that employers won't accept the GED.

3. The employers were asked to rate types of credentials on a scale ranging from least to most valuable. Their responses can be summarized as follows:

   Academic credit (one course): more often considered valuable by all employers.

   Academic credit (leading to a degree): more often considered valuable by urban employers; more often considered not valuable by rural employers.

   Nonacademic credit (nontransferable): more often considered not valuable by all employers.

   Competency based certificate: more often considered valuable by rural employers; not predictable how urban employers will value this.

   Certificate of completion: one third of employers consider it less valuable and one third consider it more valuable.

   Certificate of attendance: more apt to be considered less valuable, but highly valued by one third of those surveyed.

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INTRODUCTION

The task of Project REA is to study the accrediting of the education and training provided to participants in employment and training programs. Since the ultimate goal of employment and training programs is the successful employment of participants, the value of accrediting training must be considered in terms of the impact it has on the employability of participants. The interest in and attitudes of employers toward credentials is of paramount importance in determining what role credentials should play in any future employment and training programs. Although there are other reasons for offering credentials, such as improving the self concept of participants, if employers are not concerned with credentials, or don't choose to hire applicants who have been awarded credentials for the training they have completed, we must question the importance of offering credentials for training. In addition, if we can determine that certain forms of credentials are viewed as more valuable than other credentials by employers, then it would make sense to work to establish the more valued credentials as part of any future employment and training program. While it is worthwhile to know what participants think of credentials, what educators value most in terms of credentials, and what employment and training staff members use most frequently as an accrediting method, employers make the actual decisions about who gets hired, so their attitudes about credentials provide a bottom line for those who would provide education and training that will lead to employment.

Because of this, a study of employers' attitudes, beliefs, and hiring practices has been conducted by Project REA and is described in this report.

What Is Accrediting?

Accrediting is the recording of completed training or education. It is important to the employment skills training activities program because it quite frequently affects employability of participants. In addition, it may have an important effect upon the self concept of the participant. In instances where accrediting leads to licensing, it may mean the difference between a participant being eligible for a job or not and may mark the difference between advancement or remaining in an entry level position. The following is a list of the most commonly used credentials:

Academic credit - credit offered for courses that apply toward a degree or diploma. These courses are governed by standards concerning level of content, hours in the classroom (or lab), and credentials of the instructor.

Career credit - credit offered for courses that pertain directly to a career or vocation. This credit usually does not apply to a degree or diploma.

Nontransferable credit - credit offered for courses or work which does not lead to a degree or diploma and will not transfer to any other program or institution. This is a general term that is used to describe all nonacademic credit.

Continuing Education Units - credit given for course work done by someone who has already received a degree or diploma, or who already has credentials for a career or vocational area. This credit quite often is offered for courses that update skills and provide study in new and innovative areas of a field.

Certificate - a document certifying a person has successfully completed a prescribed course or program of study. Certificates which do not necessarily indicate that the individual completed the work of the course can also be awarded for attendance.

Competency Based Certificate - certification of skills achieved by a person - it may be for partial program or a complete program (e.g., a secretarial certificate might indicate typing at 100 words per minute, shorthand at 120 words per minute.)

License - state or federally controlled testing to certify competency in certain skills and knowledge before a person is allowed to seek employment for certain jobs. Some licensing examinations can only be taken after a required number of hours of classwork and field experience are completed.

Diploma - an official document offered upon completion of an entire program of study, usually comprised of different courses and/or field experiences.

Degree - the awarding of a diploma by a college or university to a person who has satisfactorily completed a prescribed program of study.

General Educational Development (G.E.D.) - a certificate that is considered the equivalent of a high school diploma offered to adults who did not finish high school, but who have passed a test.

DESCRIPTION OF THE STUDY

A sample of 1000 Illinois employers throughout the state was drawn randomly from a Dun and Bradstreet listing of 248,842 employers. The sample was divided into two parts. Five hundred employers were drawn from non-SMSA counties or sparsely populated areas. The assumption was made that these would be rural areas representing the agricultural and mining employment opportunities as well as small town employment possibilities in Illinois. The remaining 500 employers were drawn from SMSA counties. These counties are densely populated and are, therefore, urban areas. An SMSA (Standard Metropolitan Statistical Area) county is one with a city of at least 50,000 population and a total county population of at least 100,000, with 75 percent of the employed population working outside the field of agriculture. In addition, only employers identified as having fewer than 100 employees were selected although the resulting data indicate that some employers included in the sample did employ more than 100 people.

The intention in setting these parameters was to sample the businesses most likely to employ employment and training program participants. It was determined through interviews with CETA staff members in various parts of the state that most any CETA participants are placed with small businesses, and, therefore, it was the attitudes and practices of these employers that would be most relevant to this project. Considerable thought was given to how to draw the sample. One consideration was to survey a random sample of CETA employers rather than a random sample of all small

business employers in the state, but it was decided that the study would have more value if it surveyed a sample of all employers. Since it is not known what specific characteristics the CETA employers have, it was not possible to know whether their opinions and practices would be representative of employers who have not worked with CETA. Employment and training programs need to be able to go beyond the current set of employers, and, therefore, information about employers who do not currently employ CETA participants will be helpful in broadening the scope of employment and training programs.

A questionnaire was developed to obtain information about the attitudes, preferences, and behaviors of employers relating to the credentials an applicant presented. (See appendix II.) The questionnaire was designed to cover no more than one page and to require a minimum of writing on the part of the respondent in the hopes that this would encourage a large number of the surveyed employers to return the questionnaire. The design phase of the questionnaire included consultations with Department of Commerce and Community Affairs staff, professional researchers, College of Lake County staff, and employers. Of the 1000 questionnaires that were mailed, 134 were returned as undeliverable and 58 responses were returned. A second mailing of 500 letters, questionnaires, and return envelopes was made to a random sample of those 808 who had received the first letter but not responded. A total of 94 responses were received after both mailings. Consideration was given to alternative approaches for gathering more data, such as a telephone survey of non-respondents, or a separate meeting of local employers which would have been treated as an adjunct of the study. Both of these methods were rejected

because they would bias the study in ways that could not be controlled. Although the response rate was very disappointing, it was decided to deal with the data that had already been collected and to indicate that the portion of the sample who responded was too small to be considered representative of the employers of the state. While the data received cannot be considered representative of the total small business employer population of Illinois, it has both interest and importance in and of itself and is, therefore, worthy of review by the employment and training and educational communities. The data was summarized and analyzed and is presented in the following sections of this report.

THE LIMITATIONS OF THE STUDY

The most significant limitation of this study is the low response rate and the questions concerning generalizability which it raises. In addition, some of the employers who responded to the questionnaire currently had no employees, and one or two of the responderts indicated that they had retired within the past year. It was decided that these were still valid responses since they indicated the beliefs and practices of past and potential future employers.

Another problem was that some of the respondents did not answer all questions. Frequently employers did not fill in the chart indicating the relative value of each credentialing mechanism (No. eight on the questionnaire).

A final limitation was the ability of the respondents to understand and interpret the questions asked. Three particular issues arose.

1. Some employers did not understand the term "entry level employee".
2. Some people may have misinterpreted "certificate of attendance".
3. In question 7 it was not always clear whether the respondents meant that every credential they checked was required, or that some combination (such as two out of three) was required and others were desirable.

Although these ambiguities were evident in compiling the results, it is not felt that they diminish the value of the data.

ANALYSIS OF THE DATA

A major part of the analysis of any set of data concerns the importance to be attached to the data. In this study, this question cannot be answered simply. The sample was taken from throughout the state, and consisted of the type of employer believed most likely to be willing to hire an employment and training program participant. However, as has been previously mentioned, the group of employers who responded are not necessarily representative. It may be that they are different in important but unknown ways from the remainder of the sample. Therefore, at no point in these analyses will it be suggested that the reader assume the attitudes reported are representative of the population of employers from which the sample was drawn.

In determining the importance of the data, it should also be considered that these employers do represent a portion of the employers of this state. Among other things, they are a group which was willing to respond to our request for information, and might, therefore, also represent a group which would respond to other requests for assistance. This openness alone makes them worthy of our attention, and the information they have shared about their beliefs, attitudes and hiring practices is at least a starting point from which we can formulate some ideas about how training should be accredited.

There were 73 employers who returned the completed questionnaire. There is a wide variety of businesses represented within this group. Because the total number of responses is

relatively small, and the types of businesses diverse, no attempt is made to summarize data by product category. (See Appendix I for full listing.) In the section on job credential requirements, categorization occurs with regard to the job described rather than the business doing the hiring.

The range of business size is from 0 employees (other than self) to 65. Three respondents from SMSA counties fall outside that range with 550, 4800, and 5000 employees. This means that 96 percent of the employers responding had less than 100 employees, which puts them in line with a 1977 Small Business Administration Office statistic showing that 97 percent of all businesses were small businesses. (Office of Advocacy, U.S. Small Business Administration, The Study of Small Business, June 1977, p.13.)

Several questions were asked concerning beliefs and attitudes. Employers were asked to indicate whether they viewed prior experience on the job or formal training for the job as more important to their company. The response indicates that 82 percent of the non-SMSA employers and 76 percent of the SMSA employers believe that prior experience is more valuable than formal training. Of the total sample, 79 percent said that prior experience was more valuable to their company. There is no important difference between the attitudes of employers from SMSA counties and non-SMSA counties.

While the data does not suggest that formal training in unimportant, it is an indication that most of the employers surveyed would rather have an experienced employee than an

inexperienced, trained employee. Employment and training program personnel want to look for ways to convince employers of the importance of training, or they may want to plan for accredited programs of work experience which not only provide both prior experience and accredited training, but also use one of the preferred forms of training. (See the subsequent section on requirements for jobs.)

Respondents were also asked whether they believe that a formal recorded credential makes an applicant more employable at their place of business. Sixty-one percent of the non-SMSA employers said no, it did not make an applicant more employable, while 69 percent of the SMSA employers said that it did make an applicant more employable. Viewed as a total population, 51 percent said recorded credentials did make an applicant more employable, while 45 percent said it did not. In this instance, the difference between non-SMSA and SMSA employers' response must be taken into account. Recorded credentials are much more important to the urban employers than they are to those in rural areas. The data suggest that employment and training staff members should be more concerned with establishing credentials for training in urban areas than they need to be in rural areas.

The third attitudinal question concerns the relative value of the high school diploma and the GED. During the case studies conducted as part of Project REA, it was suggested that many employers prefer a GED for entry level employees. The data from this survey would seem to refute that claim since 71 percent of those surveyed prefer the high school diploma while only seven percent prefer the GED. The remaining 22 percent either did not

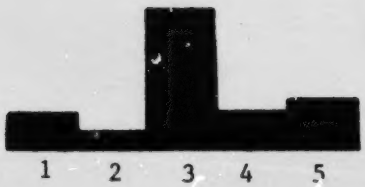
answ·r or indicated that they considered the two equal. There was no substantial difference between rural and urban attitudes towa d the high school diploma and the GED. Seventy percent of the non-SMSA and 74 percent of the SMSA employers preferred the high school diploma to the GED. This finding suggests that wherever possible youth should be kept in programs that lead to a high school diploma. While the data does not indicate that these employers will not accept a GED, the job applicant with a diploma appears to have an advantage over a similar applicant with a GED.

Data was also collected concerning the value to employers of various specific credentials. Like the data about high school diplomas and GED's, it does not demonstrate that one credential is better than another. The reason why an employer values some credentials more than others may be prejudice, misunderstanding or misinformation, but the message stands. One response to this data may be to mount an education campaign about credentials so as to change employers' values and beliefs. Another may be to establish programs with the credentials that currently seem most valuable to the employer. Employers were asked to indicate how valuable each type of credential is to them by marking a continuum from 1 (least valuable) to 5 (most valuable). Their ratings have been summarized in graph form to indicate how many employers ranked each credential in each category. A quick comparison of the following charts indicates that there are differences in directions non-SMSA and SMSA employers take with regard to some of the specific credentials.

Non-SMSA

Total No. of Responses

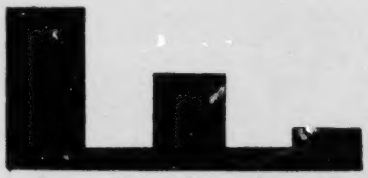
Academic Credit (individual courses)



16

least valuable most valuable

Academic Credit (leading to a degree)

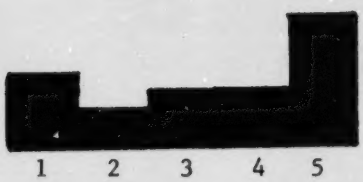


18

Nonacademic Credit

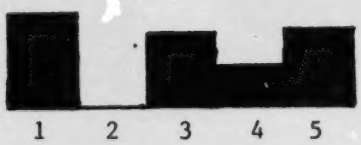
14

Competency Based Certificate



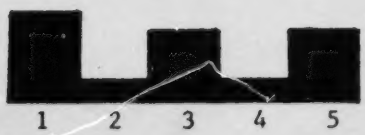
19

Certificate of Completion

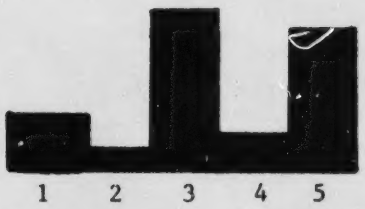
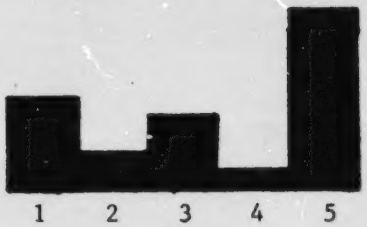
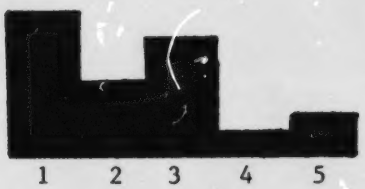
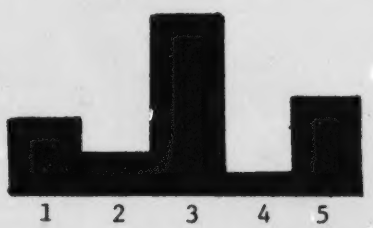
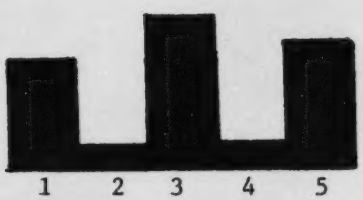
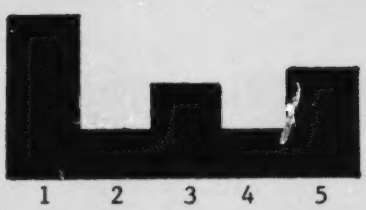


15

Certificate of Attendance



15

SMSA		Total No. of Responses
Academic Credit (individual courses)		23
Academic Credit (leading to a degree)		22
Nonacademic Credit		21
Competency Based Certificate		22
Certificate of Completion		23
Certificate of Attendance		24

1 2 3 4 5

least valuable most valuable

When the scores are combined, the differences in preferences for various credentials are flattened. What this indicates is that where the two groups of employers are in agreement, the composite chart resembles the two separate ones, and where they are in disagreement the composite chart obliterates the differences and implies that employers were more equally divided in their valuing of the credential.

The following summary indicates how the employers surveyed valued each type of credential and whether non-SMSA and SMSA need to be viewed as separate groups.

Academic credit (individual courses): SMSA employers responding valued this credential more strongly than non-SMSA employers, but the difference between the two groups was not substantial. With 15 votes for more valuable (4 and 5) as opposed to seven votes for less valuable (1 and 2) out of a total of 39 marks, 38 percent of employer population voted more valuable and 18 percent voted less valuable, indicating that this form of accreditating was generally viewed as valuable by the employers in the study.

Academic credit (leading to a degree): Fifty percent of the SMSA employers value this form of credential more highly while 56 percent of the non-SMSA employers find it less valuable. It appears that the two groups should be viewed separately with regard to this credential. This means that different approaches are indicated in different areas with regard to academic credit leading to a degree.

Nonacademic credit: The two groups of employers were similar in their attitudes toward nonacademic credit. The total

population of employers does not highly value this credential, with 46 percent rating it less valuable and 17 percent rating it more valuable. The indication from this would be that this is not a particularly useful credential.

Competency based certificate: Opinion was divided about this credential. While the non-SMSA employers lean toward the positive view of the competency based certificate, the SMSA employers are bunched in the middle indicating that they don't know whether to value it high or low. This may be an indication that more education needs to be done with SMSA employers regarding the competency based certificate.

Certificate of completion: The two groups were very similar in that attitudes toward the certificate of completion. For the total group of employers almost one third rates this very valuable, one third rates it not valuable and one third rates it in the middle. Thus, it is impossible to predict how employers will respond to the certificate of completion.

Certificate of attendance: Although there is a higher level of negative response from the SMSA group to this type of credential the two charts are similar. The total group is rather evenly divided in their valuing of the credential, although they lean toward the negative with 44 percent considering it less valuable and only 33 percent considering the certificate of attendance more valuable.

A summary statement about the values of credentials could be that opinion is divided throughout but there appears to be a appears to be a positive attitude toward academic credit (one

course), competency based certificates and certificates of completion. There appears to be a negative attitude toward certificates of attendance and nonacademic credit. In addition, the rural employers and urban employers differ substantially in their valuing of competency based certificates and academic credit leading to a degree.

Questions that concerned the behavior of employers and their employment practices were also asked.

Employers were asked to indicate whether they conducted training for new employees. Fifty-seven (78 percent) of those responding answered "yes" or "sometimes" to this question indicating that some training is provided by the employer as opposed to 13 (18 percent) who indicated no training is provided. Of the non-SMSA employers, 28 (72 percent) provided some training, while of the SMSA employers 29 (85 percent) provided some training. This indicates that the difference between the two groups of employers in regards to on-the-job training is not important.

The implication of this data, if it is to serve as a guide for employment and training programs, is that staff members should work with employers to determine what training is to be done on the job, and what should be conducted and accredited prior to employment. The most agreed upon credential is the high school diploma or GED, which all require for at least one entry level position. The only other requirements upon which there is any agreement is academic credit for individual courses (42 percent) beyond high school and credit for work experience (67 percent).

Clerical (Filing, etc.): Three non-SMSA employers and two SMSA employers listed positions of clerk, clerk typist, filing, or general office. The breakdown is as follows:

	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA	2	0	0	2	1	0	-
SMSA	2	0	1	1	0	0	-
Total	4	0	1	3	1	0	-

Four out of five agreed that a high school diploma or GED was necessary and three were interested in credit for work experience. The one who did not require the GED or diploma listed the position as "office", which may involve different duties from those of clerk typist and file clerk.

Bookkeepers and Accountants: Four non-SMSA and five SMSA employers listed bookkeeping or bookkeeping clerk as a job. The breakdown on credentials is as follows:

	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA	3	0	0	1	0	1	-
SMSA	5	1	1	2	1	1	general bookkeeping
Total	8	1	1	3	1	2	

Eight out of nine required a diploma or GED, but no other requirement was mentioned by half of the employers. There seems to be greater interest in SMSA employers for a larger number of the possible credential, but no uniformity as to which credential.

In addition, three SMSA employers listed accounting clerks or accountants. The requirements for these jobs included high school diploma for clerks and A.A. degree for accountants. One employer was interested in credit for work experience and academic credit for post secondary classwork for accounting clerks.

Receptionist: Two SMSA employers listed receptionist as a job. They require a high school diploma and credit for work experience.

Word Processor Operator One SMSA employer listed this job with the following requirements: high school diploma or GED, vocational training certificate, academic credit for post secondary course, and credit for work experience.

Computer Operators: One non-SMSA and four SMSA employers listed jobs with computers as data entry, programmer, and computer operator. The requirements are as follows:

	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA	1	0	1	1	0	1	
SMSA	4	2	1	2	0	1	Computer Science Degree
Total	5	2	2	3	0	2	

All agree that the high school diploma or GED is required and two agree that a higher degree is required. Three employers agree that credit for work experience is required.

Banking Jobs: Only one SMSA employer was involved in banking. The requirements for all the entry level jobs this employer listed were a high school diploma or GED and credit for work experience.

Summary

Forty-two jobs were listed in the secretarial, clerical, and banking category. The most important credential for this category of jobs is a high school degree or GED, which is required for 39 (93 percent) out of the 42 positions listed. All but one of the SMSA positions required the degree and 10 out of the 12 non-SMSA required it. The next most popular requirements was credit for work experience, required in 25 (60 percent) out of 42 jobs. In addition, in 13 of the jobs credit for academic work beyond high school was required. Only eight (19 percent) of the jobs required an A.A. degree, license, registration or other degree. A vocational certificate was only mentioned four times and job readiness training six times.

The implications of this are that employment and training programs working toward placement in these jobs should concentrate on high school completion or GED work, post secondary skill training with academic credit and work experience.

Technical and Manufacturing

The jobs listed in this category are varied, and it is not simple to compare one to another. Because different sorts of manufacturers have different labor needs, there is not a great

deal of comparability as there was in the clerical category. Separating out those jobs listed as "managerial", there are 18 non-SMSA and eight SMSA jobs listed. While there is no intention to imply that these jobs are the same, the data related to them will be summarized here.

	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA	15	9	0	9	6	1	training at mill
SMSA	4	5	1	7	3	1	
Total	19	14	1	16	9	2	

Fifteen out of eighteen (83 percent) of the non-SMSA jobs and four out of eight (50 percent) of the SMSA jobs require a high school diploma or GED. This is 76 percent of the total jobs. It is also evident that vocational certificates (in 56 percent of the jobs) and work experience credits are important requirements. Both these credentials were required by a greater percentage of SMSA respondents than non-SMSA (63 percent SMSA, 50 percent non-SMSA for vocational certificates, and 88 percent SMSA, 50 percent non-SMSA for work experience).

Managerial: Three non-SMSA and two SMSA management positions were reported. The data is as follows:

	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA	3	2	0	2	1	0	O.J.T.
SMSA	2	1	0	0	0	1	
Total	5	3	0	2	1	1	

All agree that a high school diploma is required. A vocational training certificate is the next most mentioned requirement (60 percent).

Summary

Thirty-one jobs were listed in the technical and manufacturing areas. Twenty-four of these or 77 percent require a high school diploma or GED. Seventeen (55 percent) require a vocational training certificate and eighteen (58 percent) require credit for work experience. The other category frequently mentioned is job readiness training with ten jobs (32 percent) requiring a credential for this. Advanced degrees or licensing were only mentioned three times and academic credit for post secondary classwork was only mentioned once.

The implications are that employment and training programs working toward placement in these jobs should concentrate on high school completion or GED work, vocational training programs, and job readiness training.

Retail Sales Jobs

Sales Clerks: Three non-SMSA and three SMSA jobs were listed as sales clerks. The breakdown of data is as follows:

	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA	2	0	0	0	0	0	-
SMSA	2	0	0	3	1	0	-
Total	4	0	0	3	1	0	-

The most agreed upon credential is that 67 percent of the jobs required a GED or high school diploma. In the SMSA jobs all required credit for work experience as well.

Other Sales Personnel: Four non-SMSA and three SMSA jobs were listed as salesman, sales representative, or sales. The data on these jobs follows:

	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA	2	0	1	2	0	0	-
SMSA	3	0	1	3	1	1	-
Total	5	0	2	5	1	1	-

Seventy-one of these jobs require both a diploma or GED and credit for work experience. Both of these requirements are necessary for only 50 percent of the non-SMSA jobs but for 100 percent of the SMSA jobs.

Warehouse: Six non-SMSA and one SMSA job deal with warehouse jobs. The data is as follows:

	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA	6	0	0	2	0	0	-
SMSA	1	0	0	0	1	0	-
Total	7	0	0	2	1	0	-

The agreed upon requirement (100 percent) is for a high school diploma or GED.

Others: There are three other non-SMSA jobs, counterman, serviceman, and manager. The manager and counterman jobs require a high school diploma or GED while the serviceman requires credit for work experience.

Summary

Twenty-three jobs are listed in the retail sales jobs category. Eighteen out of the 23 (78 percent) require a high school diploma or GED. Eleven (48 percent) require credit for work experience. Two require job readiness training and two require academic credit for post secondary work. Only one job

requires an A.A. degree, license or registration, and none require a vocational certificate.

The implication is that employment and training programs working toward placement in these jobs should concentrate on high school completion or GED work and work experience programs.

Food and Food Service Jobs

Although there were 11 jobs listed for non-SMSA employers, only one job in an SMSA county was reported. These jobs included waiting on tables, working in the kitchen, receptionist, bartender, and delivery personnel.

Of the twelve jobs, eight (67 percent) required a high school degree or GED, five required credit for work experience, and three required job readiness training. The other categories were not mentioned.

The implication is that employment and training programs working toward placement in these jobs should concentrate on high school completion or GED work and work experience. This category may be a good one for placement of persons who will not soon successfully complete high school or GED.

Medical Allied Jobs

Again, there is a varied list of jobs mentioned in this category; however, only six non-SMSA and two SMSA jobs are included. Four of the jobs require a high school diploma or GED and three of them (health physicist, nurse, and anesthetist) require advance degrees and licensing. This is basically a very specialized field with intense training required although for

three of the jobs listed from a nursing home (nurse aides, dietary/cooks, and maintenance) past work experience is the only requirement.

Because of the specialized nature of this area, and the low number of responses in this category, no implications are drawn from this data.

Miscellaneous

A variety of jobs were reported that did not fall into any of the other categories. They were grouped together as "miscellaneous" in the appendix and will be treated together here also.

Driver: Four non-SMSA and one SMSA job reported were truck or delivery drivers. The data is as follows:

	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA	3	1	0	2	1	2*	-
SMSA	1	1	0	0	0	0	-
Total	4	2	0	2	1	2	-

*refers to drivers license

Eighty percent of these jobs require a diploma or GED and two require both technical training certificates and work experience. Both of these were truck drivers.

No Designated Job: The only other comparable category in miscellaneous were jobs that were not named, but merely had requirements checked off. There were three non-SMSA and four SMSA jobs in this category. The requirements listed were

	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA	3	0	0	2	1	0	-
SMSA	3	0	0	2	0	1	registration
Total	6	0	0	4	1	1	-

Other: The other jobs listed came from a printer, a broadcasting company, a corrugated box manufacturer, and a day care center. There is no way to compare any of these jobs, but for the total statistical analysis they are reported here (13 total jobs).

	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA	3	1	5	6	2	0	-
SMSA	1	1	1	5	1	2	-
Total	4	2	6	11	3	2	-

Summary

A total of 25 jobs is listed in this category. Fourteen (56 percent) require a high school diploma or GED and 18 require credit for work experience.

Summary of All Job Requirements Data

Total data summary for job requirements

	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration
Total No. of Jobs: 141	107	25	23	77	25	20
Total percent of Jobs: 100	76%	18%	16%	55%	18%	14%

The single most important fact to be gained from this section of the data is the pervasiveness of the high school diploma or GED requirement. More than three fourths of all the jobs reported required one or the other. The implication of this for employment and training programs both in reference to training and to accrediting are profound. The focus of most training should be toward obtaining the high school diploma or GED for those who don't already have one. Important too are the questions raised about employment opportunities for those who will have difficulty achieving a level where they can pass the GED test or graduate from high school.

This information coupled with the fact that the high school diploma is preferred over the GED by 71 percent of the

respondents indicates that there may be serious drawbacks and limitations for the older program participant who is no longer eligible for the high school diploma. The second most important category is work experience. No obvious credential is tied to that category, so either credit or a certificate (competency based or completion) could be used with this category of training.

The remainder of the requirements tie logically to the nature of the job. Clearly, some job categories indicate working with a vocational certificate program while others suggest a need for a post secondary degree, a license or a registration. The choice of training and credential should be matched to potential employer group and job category.

CONCLUSIONS

The following conclusions can be drawn from this report:

1. That the employers surveyed do have opinions, beliefs and attitudes relating to credentials for training and education.

2. That in some cases a program of education directed toward employers about credentials for training could be helpful.

3. That there are many similarities between the SMSA and non-SMSA employers studied and frequently they can be viewed as one group, but there are three noteable differences between them.

   a. Most urban employers believed that recorded credentials make an applicant more employable; rural employers do not.

   b. Urban employers were more apt to highly value credit leading to a degree; most rural employers place low value on this credential.

   c. There was a difference between the way urban and rural employers value the competency based certificate with employers from rural areas tending to rate it more valuable and employers from urban areas being undecided.

4. That prior experience was considered more valuable than accredited training, although that is not to indicate that employers do not value accredited training.

5. That the high school diploma was preferred over the GED, although that is not to indicate that employers won't accept the GED.

6. That the overwhelming number of jobs listed in this study required a high school diploma or GED with work experience credit being the second most frequently required credential. After that, the frequency of requirement depends on the type of job.

7. That there was a general reaction to the accrediting mechanisms surveyed that can be summarized as follows:

   a. Academic Credit (One Course): more often considered valuable by all employers

   b. Academic Credit (Leading to a Degree): more often considered valuable by urban employers; more often considered not valuable by rural employers

c. Nonacademic Credit (Nontransferable): more often considered not valuable by all employers

d. Competency Based Certificate: more often considered valuable by rural employers; not predictable how urban employers will value this

e. Certificate of Completion: one third of employers consider it less valuable and one third consider it more valuable

f. Certificate of Attendance: more apt to be considered less valuable, but highly valued by one third of those surveyed.

8. That many employers are either unwilling to respond to a survey or uninterested in the subject of accreditation of training, but it is not clear from this study why.

9. That although the rate of response to this survey was low, the data collected can be used as a starting point for planning more effective use of credentials in employment and training programs.

THE DATA

Of the 867 employers who received the questionnaire, 453 were from non-SMSA (sparsely populated) counties and 44 were from SMSA (densely populated) counties. The return of questions was as follow:

	Actual No.	% of Sample
Total Returns	94	11%
Non-SMSA	55	12%
SMSA	39	9%
Total Returns with No Data Submitted	21	2%
Non-SMSA	16	3%
SMSA	5	1%
Total Data Responses	73	8%
Non-SMSA	39	9%
SMSA	34	8%

The first three questions concern the type of business that is being conducted, the number of employees, and the number of entry level employees for each respondent. The following tables summarize this data.

TABLE I

Non-SMSA

What business are you in?

	No. of Employees	Entry Level
Food Retail	30	3
Lounge Tavern	2	0
Metal Fabricating	7	0
Wholesale Electrical Supplies	9	3
Furniture Moving & Storage	10	4
General Contractor	2	0
Lawn & Garden Equip. Sales & Repair	0	0
Magazine Subscriptions	1	-
Fertilizer	7	-
Cable T.V.	8	4
Broadcasting	9	4
Retail Shoes	3	0
Sawmill	8	0
Used Cars	2	-
Lawn & Garden Sales & Service	3	1
Electrical Contracting	0	-
Grocery	4	1
Upholstery	1	1
Banking	34	3
Retail Furniture Sales	10	4
Two-way Radio Communications & Electronics	0	0
Florist & Greenhouse	6+	0
Coating Paper	55	6
Plumbing & Heating	1	-
Garbage Collection & Trash Hauling	5	-
Restaurant	16	3
Retail Sales - Dept. Store	11	-
Farming	0	-
Farm Equipment & Sales	20	1
Trucking	7	0
Fertilizer	5	-

TABLE I (continued)

	No. of Employees	Entry Level
Catering	5	2
Retirement Apts./Nursing Home	65	50
Automotive Parts	11	-
Restaurant	27	4
Farming Seed Business	6	-
Funeral	2	1
Ford Dealer	10	6
Veterinary Clinic	1	0

TABLE II

SMSA

What business are you in?

	No. of Employees	Entry Level
Anesthesia Medical Services	22	3
Commercial Banking	18	-
Retail Sales - Paint & Wallcovering	0	0
Auto Repair & Sales	8	1
Printing	5000	100
Automotive Service	6	5
Retail Seller of Athletic Footwear	5	4
Marine Sales & Service	10	3
Real Estate	30	26
Banking	20	4
Child Care	15	?
Commercial Printing	30	2
Construction	5	0
Wholesale Beauty Supply Co.	2	2
Stamp Redemption Center	2	1
Wholesale	4	0
Syndication	550	150
Pizza Restaurant	5	2
Fleet Truck Repair	6	2
Data Communications	4800	28
Fund Raising	2	2
Radiator Safety	7	3
Certified Public Accountants	10	1
Law	6	1
Dry Cleaning	3	0
Plumbing	4	0
Service & Repairs	4	0
Interior Decorating	5	2
Publishing Children's Books	2	1

TABLE II (continued)

Excavating, Demolition, Grading Water and Sewer	28	0
Steel Brokerage	4	2
Corrugated Boxes (Corporate Office)	50	6
Manufacturing - electronics sales	14	3
T.V. Sales and Service	1	0

Data was also collected on the training provided by the employer for those hired in entry level positions. The following table summarizes this data:

TABLE III

Training is provided for employees:

	Yes	No	Sometimes	No Answer
NON-SMSA counties	18	9	10	2
SMSA counties	16	4	13	1
Total	34	13	23	3

Following this data, two questions about the beliefs that employers hold about credentials were asked.

> Which is more important to your company in deciding whether or not to hire a specific entry level applicant: prior experience on the job or formal training in job skills.
>
> Do you believe that a formal recorded credential (such as academic credit or a certificate) makes a job applicant more employable at your place of business?

The following Tables indicate the responses to these questions:

TABLE IV

Which is more important?	Prior Experience	Formal Training	No Difference
NON-SMSA	31	4	3
SMSA	25	7	1
Total	56	11	4

One response wrote in personality and attitude.
One response wrote in education potential and attitude.

Additional data concerning the behavior of employers was collected by asking employers what credentials they required from applicants for specific entry level jobs.

The analysis of the data concerning specific requirements of employers for entry level jobs was conducted by comparing the requirements listed to determine if there is general agreement on which credentials or training programs are most appropriate, and what the range of difference is. In some instances, such as job readiness, no specific credential is attached to the category and in these cases, data from earler sections should be considered where determining which credential to use. Each job category mentioned by employers is summarized here. Full listings of jobs and requirements is included in Appendix I.

Secretarial, Clerical, and Banking

Secretary: Four non-SMSA employers and eight SMSA employers listed secretary in their responses. The breakdown is as follows:

	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA	4	0	1	2	1	1	business training
SMSA	8	0	4	6	1	1	typing skills
Total	12	0	5	8	2	2	

TABLE V

Formal recorded credential makes an applicant more employable:

	Yes	No	No Answer
NON-SMSA	13	23	2
SMSA	24	10	1
Total	37	33	3

Respondents were also asked to indicate whether they preferred a high school diploma or a GED for entry level applicants. The response was as follows:

TABLE VI

	High School Diploma	GED	No Preference	No Answer
NON-SMSA	27	3	4	5
SMSA	25	2	2	5
Total	52	5	6	10

Employers were asked to indicate how valuable they considered the following credentials (academic credit, credit leading to a degree, nonacademic credit, competency based certificates, certificate of completion and certificate of attendance) in determining who to employ. The following chart indicates the responses for each of these categories.

TABLE VII

	Non-SMSA		SMSA		Total	
	(1 and 2) less valuable	(4 and 5) more valuable	(1 and 2) less valuable	(4 and 5) more valuable	(1 and 2) less valuable	(4 and 5) more valuable
Academic Credit (one course)	3 (19%)	5 (31%)	4 (17%)	10 (43%)	7 (18%)	15 (38%)
Academic Credit (leading to a degree)	10 (56%)	3 (17%)	7 (32%)	11 (50%)	17 (43%)	14 (35%)
Nonacademic Credit	4 (22%)	3 (17%)	12 (55%)	3 (14%)	16 (46%)	6 (17%)
Competency Based Certificate	6 (32%)	10 (53%)	6 (27%)	6 (27%)	12 (29%)	16 (39%)
Certificate of Completion	5 (33%)	6 (40%)	7 (30%)	8 (35%)	12 (32%)	14 (37%)
Certificate of Attendance	6 (40%)	5 (33%)	11 (46%)	8 (21%)	17 (44%)	13 (33%)

The last category of data collected in this study indicates credential requirements of individual employers for specific entry level jobs. The data has been summarized here according to job category. Within each job category all employers listing the same type of job were grouped together so it is possible to see the differing requirements for the same position. In addition all the jobs in each category from non-SMSA (rural) employers were listed first followed by all the jobs from SMSA (urban) employers.

TABLE VIII

SECRETARIAL - CLERICAL - BANKING

Position or Job	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA							
1. Secretarial	X						
2. Secretary	X		X	X		X	business training
3. Secretary	X			X	X		
4. Secretary	X						
5. Bookkeeping/Sec.	X					X	
6. Bookkeping Clerk	X						
7. Bookkeeping	X						general bookkeeping school
8. Bookkeeping				X			
9. File Clerk	X			X			
10. Clerical	X			X			
11. Office					X		
12. Computer Operator	X		X	X		X	
SMSA							
1. Secretary	X						
2. Secretary	X		X	X	X		appearance
3. Secretary				X			
4. Secretary	X		X	X			job skills (typing)
5. Secretary	X			X			
6. Secretary	X						

TABLE VIII (continued)

Position or Job	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
7. Jr. Secretary	X		X	X		X	
8. Jr. Secretary	X		X	X			
9. Clerk typist	X		X	X			
10. Word Processor Operator	X	X	X	X			
11. Receptionist	X			X			
12. Receptionist	X		X	X	X		appearance
13. Clerical-filing Clerk	X						
14. (law office)	X		X		X		appearance
15. Bookkeeper	X		X			X	
16. Bookkeeper	X	X					
17. Bookkeeper	X			X			
18. Bookkeeper	X			X	X		
19. Bookkeeping Clerk	X						
20. Accounting Clerk	X		X	X			
21. Accounting Clerk	X						
22. Accountant	X					X	
23. Data Entry	X	X		X			
24. Data Entry	X	X	X	X			
25. Computer Operator	X					X	
26. Programmer	X						Computer Science Degree

TABLE VIII (continued)

Position or Job	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
27. Teller	X			X			
28. Proof Reader (Bank)	X			X			
29. Switchboard	X			X			

TABLE IX

TECHNICAL AND MANUFACTURING

Position or Job	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA							
1. Assembler	X						
2. Technician	X	X		X			
3. Technician	X	X		X	X		
4. Technician		X					
5. Fertilizer Sprayer		X			X		
6. Sprayer	X						
7. Mechanic	X	X		X			
8. Mechanic	X			X	X		trade school
9. Machine helper	X						
10. Rack Man (automobile)	X	X		X			
11. Carpenter	X			X	X		
12. Wrapper	X						
13. Sawyer		X			X		
14. Lumber Grader	X					X	training at mill required
15. General	X				X		
16. Combine Tractor Operator	X	X		X			
17. Seed House Farmer	X			X			
18. Installer	X	X		X			
19. Assistant Farm Manager	X	X		X			

TABLE IX (continued)

Position or Job	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
20. Management	X						O.S.T. and intelligence and patience
21. Manager/Tech.	X	X		X	X		
SMSA							
1. Mechanic	X	X		X			
2. Mechanic	X	X	X	X		X	
3. Mechanic	X	X		X			
4. Operating Engineer				X	X		
5. General Boat Rigger		X					2 cycle engine repair class
6. Rods Man (auto)	X	X		X			
7. Teamster				X	X		
8. Laborer				X	X		
9. Management	X	X				X	
10. Manager	X						

TABLE X

RETAIL SALES JOBS

Position or Job	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA							
1. Sales Clerk							proficiency in a test
2. Clerk	X						
3. Clerk	X						
4. Salesman			X	X			
5. Sales				X			
6. Sales	X						
7. Sales	X						
8. Counterman	X						
9. Serviceman				X			
10. Partsman	X						
11. Parts Counter	X			X			
12. Inventory	X						
13. Parts Foreman	X			X			
14. Warehouse Stockman	X			X			
15. Warehouse	X						
16. Warehouseman	X						
17. Manager	X						

TABLE X (continued)

Position or Job	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
SMSA							
1. Sales Clerk	X			X			
2. Sales Clerk				X			
3. Sales	X			X	X		
4. Sales Representative							
5. Salesman	X			X		X	
6. Sample room	X				X		

TABLE XI

FOOD AND FOOD SERVICE

Position or Job	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA							
1. Waitress	X			X			common sense
2. Waitress	X						
3. Food Server	X						
4. Waitress				X	X		
5. Kitchen Helper	X						common sense
6. Cook's Helper				X	X		
7. Dishwasher				X	X		
8. Cook	X						common sense
9. Receptionist	X						common sense
10. Delivery Personnel	X						common sense
11. Bartender							train myself
SMSA							
1. Restaurant Help	X			X			

TABLE XII

MEDICAL ALLIED EMPLOYERS

Position or Job	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA							
1. Receptionist	X						
2. Receptionist	X						
3. Nurses Aides							past work experience
4. Nurses	X					X	
5. Dietary/Cooks							past work experience
6. Maintenance							past work experience
SMSA							
1. Health Physicist						X	
2. Anesthetist	X		X			X	CRNA

TABLE XIII

MISCELLANEOUS

Position or Job	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
Non-SMSA							
1. Driver	X			X			
2. Driver	X	X		X	X		
3. Truck Driver	X			X		X	
4. Delivery						X	Driver's License
5. Packer	X	X		X	X		
6. Helper	X				X		
7. Labor	X						
8. (Media) Program Director			X	X			
9. (Media) Music Director			X	X			
10. (Media) New Director			X	X			
11. (Media) Sports Director			X	X			
12. Sales (non-retail)			X	X			
13. No Designated Job	GED			X	X		
14. No Designated Job	X						
15. No Designated Job	X			X			
SMSA							
1. Teacher's Ass't. (Daycare)	X	X		X		X	
2. Head Teacher (Daycare)			X	X		X	

TABLE XIII (continued)

Position or Job	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
(Printing) 3. Compositor				X			
(Printing) 4. Pressman							
5. Bookbinders				X			
No Designated 6. Job				X			
No Designated 7. Job (Plumbing)	X			X			registration
No Designated 8. Job	X						
No Designated 9. Job	X						
10. Truck Driver	X	X					

College of Lake County
19351 West Washington Street Grayslake, Illinois 60030 (312) 223-6601

July 13, 1982

Dear Employer:

The College of Lake County has been funded by the Illinois Department of Commerce and Community Affairs to conduct a study of the accreditation of employment training. One of our tasks is to research the attitudes of employers about various credentials. Enclosed is a brief questionnaire exploring this question. You would help us greatly by completing the questionnaire and returning it to us in the stamped self-addressed envelope. Your replies will be kept confidential; no one except the project staff will see individual responses.

The credentials we are most concerned with fall into several categories. They are as follows:

academic credit - credit offered by secondary schools and post secondary institutions such as community colleges, vocational schools, private colleges, and universities. This credit usually applies to a degree, diploma, or certificate.

nonacademic credit - credit that does not transfer to any other institution and cannot be applied toward a degree or diploma. Nonacademic credit is not usually part of the permanent records.

certificates - there are several kinds of certificates that can be used to verify participation in a training program. They can be granted by any agency or group that conducts training. The most common forms are certificates of attendance, certificates of completion, and competency based certificates (which list skills and knowledge attained in the training.)

degrees, diplomas, and licenses - these credentials are offered to persons who have completed a series of training courses or tasks. They indicate that certain kinds of knowledge and skills have been acquired by the student. They are issued by accredited schools or government agencies.

Thank you for participating in this study. If you have any questions please call the project office at (312) 223-6601, extension 284.

Sincerely,

Frank G. Adams
Project Director

Enclosure

PROJECT REA
College of Lake County
Grayslake, IL 60030

EMPLOYERS QUESTIONNAIRE

1. What business or industry are you in? _____

2. How many employees do you have? _____

3. How many of your employees are in entry level positions? _____

4. Do you conduct training for new entry level employees? Yes ___ No ___ Sometimes ___

5. Which is more important to your company in deciding whether or not to hire a specific entry level applicant: (check one)

   prior experience on the job ___

   formal training in the job skills ___

6. Do you believe that a formal recorded credential (such as academic credit or a certificate) makes a job applicant more employable at you place of business?

   Yes ___ No ___

7. The following chart gives you a chance to list the entry level positions in your organization, and indicate by a check mark which credentials are required for each position.

Position or Job	High School Diploma or GED	Vocational Training Certificate	Academic Credit for Post Secondary Classwork	Credit for Work Experience	Job Readiness Training	A.A. Degree, License or Registration	Other, please specify
1							
2							
3							
4							
5							

If you have more than five entry level jobs, please list the five you believe most important.

Please rate the following credentials in terms of their value for your organization. Mark the scale at the appropriate point for each item.

	least valuable				most valuable
academic credit (individual courses)	1	3	5		
academic credit (leading to a degree)	1	3	5		
nonacademic credit (nontransferable)	1	3	5		
competency based certificate	1	3	5		
certificate of completion	1	3	5		
certificate of attendance	1	3	5		

9. Which of the following would you prefer for employees in entry level positions?

   High School Diploma ___ GED ___

Thank you for your cooperation in completing this questionnaire. Your response will be held confidential. For your convenience a return envelope has been provided. Please return this questionnaire to the College of Lake County by July 31, 1982.

College of Lake County
19351 West Washington Street Grayslake, Illinois 60030 (312) 223-6601

August 6, 1982

Dear Employer:

Last month we sent out a questionnaire to a sample of Illinois businesses to obtain information on employers' attitudes about credentials for entry level employees. We are going to compile a report as part of a study we are conducting for the Illinois Department of Commerce and Community Affairs. We need more input in order to make this study a valid reflection of Illinois business attitudes.

Please fill out the enclosed questionnaire and return it to us by August 23, 1982. We've extended our original deadline so that we can collect more data and accurately report on what credentials are most valued by Illinois employers.

Thank you for your cooperation.

Sincerely,

Frank G Adams

Frank G. Adams
Project Director

Enclosure

FGA:kb

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

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APR 22 1983